OFFICE OF VOCATIONAL-TECHNICAL, CAREER AND INNOVATIVE PROGRAMS

CHARTER SCHOOLS

YEAR-TWO PROGRAM REVIEW INFORMATION

2007

- **Preparation Guidelines**

- **Overview of Program Review Schedule**

- **Focus Questions, Evidence, Criteria and Rating Form**

- **Documentation Index Form**

The following actions are requested of charter schools in preparation for the program review:

- To prepare for the on-site interview and documentation review components of the program review, **organize the school's documentation in accord with the ten major questions (and subtopics) that comprise the focus of the program review process.**

  Where possible, **organize the materials in labeled folders, binders or boxes.** The **attached** <u>Charter School Program Review: Documentation Index Form</u> **can be used for this purpose**; it delineates the ten questions and the subtopics within the questions. Simply **enter the location of the documentation in the "Documentation Location" column of the above document**. Use the same numbering system used in the document (1A, 1B, 1C, etc) to label your documentation folders/files. It is recommended that charter schools be as specific as possible in identifying the requested documentation. Where the documentation is too voluminous, indicate the room/file cabinet in which it is located. Insure that all curriculum materials are available for review.

- **Provide** 5 copies of the **Documentation Index Form** for the review team members.

- **Provide** the program review team with a space/room in which to work and preferably two tables on which to work and seating for 10-12 people. **Place** the required documentation in close proximity to the team's work area.

- **Provide** the review team with 10 copies of

  - the school's bell schedule
  - floor plan/classroom locations
  - teaching assignments by classroom location
  - the school's table of organization
  - a personnel roster that lists "all" school employees, their assignments and Social Security numbers (copies of the certifications of all professional staff should be on file and referenced in the Documentation Index).
  - an up-to-date roster of board members.

- **Administrative Group interview (a.m.).** Insure that the following staff are available for a **Group Interview from 9:00 a.m. to 11:15 a.m. on the morning of the program review visit:** a representative of the board, the lead person, the principal (if separate from the lead person), the school business administrator, a teacher and a parent. You may have additional participants, however, **the group's size should not exceed eight persons**.

- **Administrative Group interview (p.m.).** Insure that the following staff are available for a **group interview from 1:00 p.m. to 3:00 p.m.:** a representative of the board, the lead person, the principal (if separate from the lead person) and the school business administrator. You may have additional participants, however, **the group's size should not exceed 5 or 6 people**.

- **Board interviews.** Arrange to have 2-3 board members available for a 45 minute interview sometime during the day. **A representative of the board, however, should be present throughout the day.**

- **Parent interviews.** Arrange to have 2-4 parents available for a 45 minute interview in the morning. Or, optionally, arrange for 2-4 parents to be available for a 45 minute small group interview in the afternoon. If needed, parent interviews will be held at both times to accommodate parent schedules.

- **Student interviews.** Arrange to have several students available for interview in the morning for approximately 45 minutes. Alternatively, students may be interviewed during free periods.

- **Teacher interviews** (45 minutes) will be conducted in small focus groups between 1:00 p.m. and 3:00 p.m. Optionally, based on the school's schedule and teachers' availability (i.e., free periods), teacher interviews may be conducted at other times in the day. A representative sampling of teachers will be interviewed.

- **Classroom observations** will be conducted throughout the day. **Remind teachers** to make their lesson objectives, lesson plan book, grade book and attendance roster available on their desk.

It would be appreciated if the lead person could be available at 8:00 in the morning to orient the program review team to the school and the requested documentation. **Assistance will be needed** in confirming the participants and location(s) for the board, parent, student and teacher interviews.

Arrange to have a board member, the school administrative team, the business administrator, a teacher and a parent, if desired, available for the **team's debriefing session 4-5 p.m.**

Additionally, **fill in** the proposed interview **times, locations and names** for board members, parents, teachers and students on **Form #5, On-Site Schedule**. **Return a copy of the proposed interview schedule to Ed Patrick. Also include directions to the school.**

Other logistical matters. Lunch menus, directions and parking.

Thank you very much for your cooperation in this important Office of Vocational-Technical, Career and Innovative Programs/Charter Schools accountability activity.

If there are any questions or concerns, please contact:

Ed Patrick, Ph.D.
Planning Associate
Office of Charter Schools

Tel: 609-633-7383 or 609-292-5850
Fax: 609-633-9825

Faxination: 609-599-6742

OFFICE OF VOCATIONAL-TECHNICAL, CAREER AND INNOVATIVE PROGRAMS
2007 PROGRAM REVIEW:

2. OVERVIEW OF PROGRAM REVIEW SCHEDULE

TIME	ACTIVITY
8:00 - 9:00	**Arrival/Orientation** Arrival, introductions, determination of interview participants/ schedule/locations and orientation to school documentation.
9:00 - 11:15	**Administrative Group Interview (Questions 1-10)** Interview of board member, lead person/principal, SBA, teacher and/or parent. Q & A re school's response to Questions 1-10.
9:00 - 12:00	**Board, Parent and/or Student Interviews** Concurrent interviews of board members, parents and/or students.
12:00 - 1:00	**Noon Break** Working lunch, team debriefing and reflection.

1:00 - 3:00   **Administrative Group Interview Continued (Questions 1-10)**
Interview of board member, lead person/principal and SBA re school's activities regarding instructional programs/curriculum, assessment of student performance/gaps, programs for diverse learners, staffing, professional development, governance, non-academic programs, students/parents/community, facility, fiscal plans, and the school's self-evaluation and accountability system.

	Teacher Interviews & Optional Parent Interviews Concurrent interviews of teachers and parents in focus groups.
3:00 - 4:00	**Team Debriefing**
4:00 - 5:00	**Exit Conference with Administrative Team and Teacher Rep** General findings and requests for additional information.

Note: . - **Financial issues** may be addressed in breakout sessions with Office of School Funding staff.
         - **Classroom observations** will be ongoing throughout the day.
         - **Student interviews** may also be conducted during students' free periods.
         - **Documentation review** will be ongoing, as needed, throughout the day.
         - **Breaks** will be scheduled as needed.

2007 Charter School Program Review:
6. Focus Questions, Evidence, Criteria and Rating Form:

School Name: _____

Reviewer: _____

Date of Site Visit: _____

This document constitutes the instrument to be used to structure the program review of a charter school in its second year of operation. The program review visit by a team of DOE Program and Fiscal staff, and County and/or Regional Office staff consists of interviews of all school stakeholders, classroom observations and verification of charter school program and fiscal-related procedures, activities, documents and data. Areas to be reviewed will include the content described herein, but will not be limited solely by that content. At the review team's discretion additional information and data may be requested as the review process unfolds. The program review is formative in nature and is intended to provide the charter school with comprehensive feedback regarding all aspects of its operations. It is the school's responsibility to provide the evidence (i.e., information) requested in the Methods/Evidence section of this form in as precise and concise a fashion as possible and to have the supporting data, records, files and documentation cited in the section available in an appropriate, readily interpretable form/format at the time of the on-site program review visit.

Note to Program Review Team Members:

Use this form to structure the team's questions/conversation during the Administrative Group Interview of board members, lead persons/school administrators and school fiscal staff. Circle your assessment of the information provided in the Rating Column beside each section/ subsection. Briefly note your comments, concerns and/or questions in the Comments Column. Summarize your "major concerns and questions" in the Summary Comments Section at the end of the form. **Return a copy of your completed rating form to Ed Patrick on concluding the program review visit.** Use the form during the site visit to remind you of the clarifying questions you want to ask the charter school's leadership team. **Additionally, in some cases there may be a need to request addenda from the school in the form of a corrective action plan. Pages 12-14 of this form can be used to structure an addenda/corrective action process as needed.**

Thank you in advance for your cooperation.

1. Goal Achievement: Has the school made reasonable progress in meeting its stated goals?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. Mission. Is there evidence that the school has systematically addressed each of the components of its mission?	Review copy of mission statement and mission-related documentation (e.g., programs, plans, implementation records, activities, outcomes). Conduct interviews.	Documentation and interviews indicate that the school has addressed the major components of its mission.	S A I N/A	
B. Academic Goals. Is there evidence that the school has systematically addressed each of its academic goals?	Review list of academic goals and documentation that reflects the school's actions related to achieving its academic goals (e.g., training events, curricular changes, use of data, programs, board reports -- focus on feedback re goal achievement). Conduct interviews.	Documentation and interviews indicate that the school has systematically addressed its academic goals.	S A I N/A	
C. Non-Academic Goals. Is there evidence that the school has systematically addressed each of its non-academic goals?	Review list of non-academic goals and documentation that reflects the school's actions related to achieving its non-academic goals (e.g., training events, programs, reports, school activities, data). Conduct interviews.	Documentation and interviews indicate that the school has systematically addressed its non-academic goals.	S A I N/A	
D. Student, Parent & Community Participation. Is there evidence that the school has achieved appropriate levels of student, parent and community participation?	Review documentation re student, parent and community participation (e.g., records of student activities, participants' lists, parent sign-in sheets, PTO meeting minutes, records of activities/agreements with community organizations). Conduct interviews.	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community participation.	S A I N/A	
E. Student, Parent & Community Satisfaction. Is there evidence that the school has achieved appropriate levels of student, parent and community satisfaction?	Review documentation re student, parent and community satisfaction (e.g., survey data, testimony, records of support, acknowledgements, and volunteer activities). Conduct interviews.	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community satisfaction.	S A I N/A	

PROGRAM REVIEW FOCUS QUESTIONS & RATING FORM   School Name: _____Reviewer: _____

2. Student Performance: Has student performance improved over time on state, standardized and/or other measures?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. Use of State Assessments. Is there evidence that the school has utilized the state assessment results?	Review the school's state assessment results and related school activities including reports to the board, staff and/or parents and concomitant changes in curriculum, staff training, instruction and/or student grouping. Conduct interviews.	Documentation and interviews indicate that the school has evaluated, disseminated and discussed the test results. Appropriate decisions were made re changes in staff training, curriculum, instructional programs and/or student grouping/services.	S A I N/A	
B. Assessment Plan & Results. 1. Is there evidence that the school has implemented a comprehensive assessment plan to collect systematically student achievement data in order to demonstrate student achievement gains over time, particularly in relation to the school's academic goals? 2. Has the data been appropriately disaggregated, analyzed and reported? 3. Has the school exhibited the expected or projected levels of student progress over time on the selected measures of student achievement?	Review the school's assessment plan (e.g., Self Evaluation and Accountability Plan), overall assessment results over time (standardized tests, diagnostic tests, portfolio ratings, curriculum embedded tests, and project/ performance assessments) and any reports or documents that reflect the use of the results for decision making and goal-setting. Determine if the data are appropriately disaggregated. Determine the achievement progress over time of selected cohorts of students. Conduct interviews.	Documentation and interviews indicate that the school has a comprehensive assessment plan that includes reporting assessment results over time. The results are appropriately disaggregated and reported via tables and figures which specify the number of students tested and report appropriate scores (e.g., NCEs, NPs, No. & % Achieving Mastery). Trends in the test results indicate that student achievement regarding the school's academic goals is increasing over time.	S A I N/A	
C. Actions to Address Performance Gaps. Is there evidence that the school has addressed, systematically, gaps in selected cohorts of student performance as determined by any of the above assessments?	Review documentation that reflects the decisions made and the programs implemented to address significant deficiencies in cohorts of students' academic performance. Review related assessment data to assess the impact of the instructional interventions. Conduct interviews.	Documentation and interviews indicate that the school has, when gaps in cohorts of students' academic performance have been identified either on state or other assessments, enacted focused instructional programs to address the gaps. Trends in the assessment data indicate that the deficiencies are being reduced over time.	S A I N/A	

3. <u>Educational Program</u>: Has the school engaged in a systematic process to assure the quality and comprehensiveness of its educational program?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. <u>Curriculum & Resources</u>. Is there evidence that the school has a full curriculum available with all components completed and adequate instructional texts and resources? ****See Attachment A****	Review copies of curriculum in all subject areas, including content scope and sequence, outcomes, alignment with NJCCCS and suggested instructional activities, resources and assessment. Verify statute-required curr. (H/PE, Hist of NJ, U.S. Const., controlled substances & 2 yrs history at secondary level). Review list of texts/materials for all subjects and grades. Conduct interviews.	Documentation and interviews indicate that the school has a full curriculum with all components completed and adequate instructional texts and resources.	S A I N/A	
B. <u>Curriculum Delivery & Monitoring</u>. Is there evidence that the school has delivered the curriculum and monitored curriculum implementation and quality via a set plan and procedures?	Review the school's instructional calendar/daily schedule and procedures for monitoring curriculum implementation, teachers' lesson plans and the feedback provided to teachers. Conduct interviews.	Documentation and interviews indicate that the school has delivered and monitored the implementation and quality of the curriculum via a set plan and procedures that include reviews of teachers' lesson plans and feedback to teachers.	S A I N/A	
C. <u>Curriculum Review & Revision</u>. Is there evidence that the school has undertaken periodic curriculum review and revision?	Review the school's plans, records and timeline for curriculum development/ revision, the resources/time allocated, the composition of curriculum committees, staff participation & consultants. Conduct interviews.	Documentation and interviews indicate that the school has undertaken periodic curriculum review and revision with appropriate staff involvement.	S A I N/A	
D. <u>Progress Reporting</u>. Is there evidence that the school systematically informs parents of their child's progress?	Review school report card(s), report card schedule, parent conference documentation and level of participation, and other methods of communicating student progress with parents. Conduct interviews.	Documentation and interviews indicate that the school systematically informs parents of their child's progress.	S A I N/A	

PROGRAM REVIEW FOCUS QUESTIONS & RATING FORM   School Name: _____Reviewer: _____

4. Diverse Learners: Does the school address effectively the needs of diverse learners?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. At-Risk Students. Is there evidence that the school is addressing the needs of at-risk students, including intervention and support?	Review description of criteria/ procedures for identifying at-risk students, instructional programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of at-risk students, including appropriate intervention and support.	S A I N/A	
B. IDEA Students. Is there evidence that the school is addressing the needs of students with educational disabilities?	Review child study team contract, identification procedures, instructional programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of students with educational disabilities.	S A I N/A	
C. Non-IDEA Students. Is there evidence that the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services?	Review description of criteria/ procedures for identifying students, instructional services/ programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services.	S A I N/A	
D. LEP Students. Is there evidence that the school is addressing the needs of Limited English Proficient (LEP) students?	Review description of criteria/ procedures for identifying LEP students, instructional services/ programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes. Conduct interviews.	Documentation and interviews indicate that the school is addressing the needs of Limited English Proficient (LEP) students and/or has a LEP/ELS plan in place and is prepared to provide LEP instruction if the need arises.	S A I N/A	
E. Equal/Bias-Free Access. Is there evidence that the school is implementing a plan to ensure equal and bias-free access to all school programs?	Review school's policies and documentation re equal and bias free-access, evidence of services and information dissemination procedures. Conduct interviews.	Documentation and interviews indicate that there is evidence that the school is implementing a plan to ensure equal and bias-free access to all school programs.	S A I N/A	

5. Professional Development: Does the school provide sustained professional development?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. Professional Development. Is there evidence that the school provides professional development that is goal-based and driven by student assessment data as well as assessments of staff needs?	Review copy of approved Professional Development Plan, needs assessments, board reports, staff development schedule/length of training events, activities, materials, consultants, teacher's evaluations of workshops, relation of activities to student achievement needs. Conduct interviews.	Documentation and interviews indicate that the professional development provided by the school is related to both student achievement needs and staff needs and is perceived by staff to be effective.	S A I N/A	
B. Planning/Prep Time. Is there evidence that the school provides teachers adequate planning and preparation time?	Review school schedule for evidence of planning and preparation time. Conduct interviews.	Documentation and interviews indicate that the school provides teachers adequate planning and preparation time.	S A I N/A	
C. Teacher Supervision & Evaluation. Is there evidence that the school appropriately supervises and evaluates teachers?	Review documentation regarding teacher supervision and evaluation (e.g., three observations/evaluations annually for non-tenured teachers, implementation of Professional Improvement Plans (PIPs), nature of day-to-day supervisory activities, appropriate certification of supervisor). Conduct interviews.	Documentation and interviews indicate that the school appropriately supervises and evaluates teachers and that the supervisory activities are perceived as useful by staff.	S A I N/A	

6. <u>Fiscal Solvency</u>: Is the school fiscally solvent?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. <u>Adequate Fiscal Plan</u>. Is there evidence that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the charter?	Review copies of the school's fiscal documentation (i.e., fiscal data tables reflecting ending fund balances, percent assets to liabilities and loans including source, amount borrowed and payback sched over the course of the first charter). Include narrative on relationships with non-profit and/or for-profit entities. Conduct interviews.	Documentation and interviews indicate that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the first charter.	S A I N/A	
B. <u>Positive or Zero Ending Fund Balance</u>. Is there evidence that the school has met the requirement to achieve a positive or zero ending fund balance?	Review all year-to-date applicable annual audits and the budget for FY 2007. Conduct interviews.	Documentation and interviews indicate that the school has met the requirements to achieve a positive or zero ending fund balance.	S A I N/A	
C. <u>Audit Reports</u>. 1. Is there evidence that the school's audit reports to-date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations?	Review audit reports including auditor opinion and reported findings. Review Board of Trustees meeting minutes to verify adoption of a corrective action plan and board resolutions that certified that the corrective actions were implemented prior to year-end. Review board minutes to ensure that board receives monthly financial reports and approves all expenditures. Conduct interviews.	Documentation and interviews indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations.	S A I N/A	
D. <u>GAAP Accounting</u>. Is there evidence of a GAAP accounting system?	Review all accounting ledgers and financial reports generated by the accounting system and evidence of written policies and procedures regarding internal controls. Conduct interviews.	Documentation and interviews indicate that the school has an operational GAAP accounting system.	S A I N/A	
E. <u>Efficiencies in Fiscal Operations</u>. Is there evidence that the school has achieved efficiencies in its fiscal operation?	Review copies of the school's fiscal documentation (i.e., fiscal data tables showing % of instructional, administrative and support costs and narrative description of the use of any shared services over the course of the charter). Conduct interviews.	Documentation and interviews indicate that the school has achieved efficiencies in its fiscal operations as defined herein.	S A I N/A	

7. Enrollment: Is enrollment stable and at maximum?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. Enrollment. 1. Is there evidence that the school's enrollment has been stable and at maximum? 2. Is there evidence that the apportionment model is reasonable if there is a region of residence?	Review tables and/or figures that present the school's enrollment and waiting list data by grade level over the two years that the school has been in existence. Compare the figures to the grade level and total enrollment figures cited in the approved charter. Also review the school's admissions policy, recruitment timeline, lottery procedures, application form(s), enrollment forms and school register for compliance. Conduct interviews.	Documentation and interviews indicate that the school's enrollment has been stable and at maximum, the school's apportionment model (where applicable) is reasonable, the school has a viable "wait list" and that there is a demand for the school.	S A I N/A	
B. Enrollment Indicators. 1. Is there evidence that the school has enacted procedures to collect systematically enrollment-related indicators such as mobility data, waiting lists, withdrawals, suspensions and expulsions? 2. Is there evidence that the school has analyzed any of the above data and used it to inform decision-making?	Review student exit interview data and copies of tables/ figures showing student withdrawals, suspensions and expulsions over the life of the school. Review the school's discipline policy. Review documentation (e.g., board reports or internal reports illustrating enrollment-related issues and decisions, if any). Conduct interviews.	Documentation and interviews indicate that the school has tracked enrollment-related indicators, and, where applicable, has analyzed and used the data to inform decision-making.	S A I N/A	
C. Enrollment/Accountability. Is there evidence that the school's Self-Evaluation and Accountability Plan includes indicators such as demand, early-intervention for at-risk students and post-charter outcomes (i.e., matriculation to the next level of education)?	Review the school's Self-Evaluation and Accountability Plan for evidence of attention to indicators such as demand, early-intervention for at-risk students and post-charter outcomes. Conduct interviews.	Documentation and interviews indicate that the school has attended to indicators such as demand, early-intervention for at-risk students and post-charter outcomes.	S A I N/A	
D. Enrollment Funding. Is there evidence that the school's actual enrollment and related charter school funding is sufficient to support annual board-approved appropriations?	Review the school's annual audit reports and current budget and corresponding enrollment data and charter school aid calculations. Conduct interviews.	Documentation and interviews indicate that the school's actual enrollment and related charter school funding is sufficient to support all fiscal year board-approved appropriations.		
E. Projected Enrollment. Is the school's actual enrollment at projected maximum levels, as documented in their approved charter?	Review all year-to-date enrollment data and compare to approved maximums. Conduct interviews.	Documentation and interviews indicate that the actual enrollment is at projected maximum levels, as documented in their approved charter.	S A I N/A	

8. <u>Governance and Management</u>: Is the school's governance and management effective and efficient?

QUESTIONS	METHODS/EVIDENCE	APPROVAL CRITERIA	RATING	COMMENTS
A. <u>Board Composition</u>. Is there evidence that the board is composed in accord with the requirements specified in the charter and the bylaws?	Review documentation showing the current members and composition of the board (e.g., names, roles, terms, voting status and affiliation). Conduct interviews.	Documentation and interviews indicate that the board is at full strength and is composed in accord with the requirements specified in the charter and the bylaws.	S A I N/A	
B. <u>School Ethics & Open Public Meeting Acts</u>. Is there evidence that the board has complied with the School Ethics Act and the Open Public Meeting Act?	Review copies of the School Ethics Commission Statements and copies of public notice of meetings, dates, times, attendance and minutes. Conduct interviews.	Documentation and interviews indicate that the board has complied with the School Ethics Act and the Open Public Meeting Act.	S A I N/A	
C. <u>Board Leadership</u>. Is there evidence that the school's leadership is strong and stable?	Review copies of the board's membership, meetings and meeting attendance over the life of the charter; standing and ad hoc committees; board minutes, policies and amendments; financial reports; annual audits and corrective action plans; level of parent participation; board training; and timeliness of all requisite board/school submissions. Conduct interviews.	Documentation and interviews indicate that the school's leadership is proactive, strong, stable and visible.	S A I N/A	
D. <u>Organizational Challenges</u>. Is there evidence that the school has handled organizational challenges effectively and competently?	Review copies of the current organizational chart, job descriptions and staff roster; recruitment activities, timelines, ads, job fairs; interview records/procedures; exit interview data; staff data (Staff certification and criminal history in compliance?); staff handbook, board reports and internal documents re staffing issues. Conduct interviews.	Documentation and interviews indicate that the school has handled organizational challenges effectively and competently. The school is fully staffed re administration, business and instruction (e.g., special education, LEP, language instruction, basic skills) and all staff including substitute teachers hold appropriate certification and criminal history clearance.	S A I N/A	
E. <u>Grievance Committee</u>. Is there evidence that the school has an advisory grievance committee in place?	Review committee procedures, membership, grievances and recommendations to the board. Conduct interviews.	Documentation and interviews indicate that an advisory grievance committee is operational.	S A I N/A	

9. <u>Compliance with Applicable Statutes and Code</u>: Is the school in compliance with applicable statutory and school code regulations?

QUESTIONS	METHODS/EVIDENCE	CRITERIA	RATING	COMMENTS
A. <u>Non-Discrimination</u>. Is there evidence that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices?	Review copies of relevant school policies/plans regarding civil rights compliance, special education compliance and bilingual/LEP compliance and relevant documentation verifying compliance re each of the above. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices.	S A I N/A	
B. <u>Health & Safety</u>. Is there evidence that the school is in compliance with all applicable health and safety regulations?	Review copies of health-related records, screenings and equipment; nurse duties, schedule and certification; school physician; medication policy and records; Heimlich and evacuation posters; fire drill records & current CO/fire/ sanitary/lease documents. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable health and safety regulations.	S A I N/A	
C. <u>Student Records & Discipline</u>. Is there evidence that the school maintains adequate student records & handles student discipline in a manner consistent with applicable statutes and due process?	Review copies of student records & discipline policy/procedures, parent/student handbook, summary of discipline records and discussion of findings. Conduct interviews.	Documentation and interviews indicate that the school maintains adequate student records & handles student discipline in a manner consistent with applicable statutes and due process requirements.	S A I N/A	
D. <u>Special Education</u>. Is there evidence that the school is in compliance with all applicable regulations governing the provision of special education?	Review copies of approved special education plan, documentation of services, CST and data/narrative presented to show compliance. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable regulations governing the provision of special education.	S A I N/A	
E. <u>Bilingual & LEP</u>. Is there evidence that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient?	Review copy of bilingual/LEP plan, documentation of screening procedures, programs/services and data/ narrative presented to show compliance. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient.	S A I N/A A	
F. <u>Finance /Business Services</u>. Is there evidence that the school is in compliance with all applicable regulations and requirements governing school finance and business services?	Review copies of monthly board of trustee minutes; monthly financial reports; annual audit reports. Conduct interviews.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing school finance and business services.	S A I N/A	

10. Adequacy of Facility Plan: Does the school have an adequate facility plan? Are the following areas addressed?

A. **Facility**				
1. Is there evidence that the school has sufficient funding for maintaining an adequate educational facility?	Review the school's facility documentation (e.g., lease, floor-plans, plans for new acquisition &/or maintenance of current facility). Review school's budget and most current charter school aid calculations. Conduct interviews.	Documentation and interviews indicate that the school has sufficient funding for maintaining an adequate educational facility.	S A I N/A	
2. Is there evidence that the school's current facility is adequate, based on projected enrollment with respect to size and needs?	Review the school's enrollment data and projected space and educational program needs. Conduct interviews.	Documentation and interviews indicate that the school's current facility is adequate based on projected enrollment with respect to size and needs.	S A I N/A	
3. If the current facility is not adequate, does the school have a plan with clear, detailed and feasible steps for financing the acquisition or renovation of the facility?	Review the school's detailed plans for financing the acquisition or renovation of the facility. Conduct interviews.	Documentation and interviews indicate that the plans for financing the acquisition or renovation of the facility are adequate.	S A I N/A	
4. If the school will be expanding, renovating or acquiring a facility, is there evidence that the plan includes detailed provisions for undertaking and financing renovations?	Review documentation re the financing and timely completion of renovations. Conduct interviews.	Documentation and interviews indicate that viable plans for financing and completing renovations are in evidence.	S A I N/A	
5. If #4 is applicable, is there evidence that the school has a reasonable timeline for acquiring or expanding a facility and obtaining all necessary approvals?	Review the proposed timeline for acquiring or expanding the facility and obtaining approvals to ensure its efficacy. Conduct interviews.	Documentation and interviews indicate that the plan includes a reasonable timeline for facility acquisition or expansion and obtaining all necessary approvals.	S A I N/A	

<u>Summary Comments/Questions/Issues After Conducting the Program Review</u>:

PROGRAM REVIEW FOCUS QUESTIONS & RATING FORM   School Name: _____Reviewer: _____

List of Requested Addenda/Corrective Actions:	Date Due:	Date Received:	Rating and Comments:
1.			
2.			
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PROGRAM REVIEW FOCUS QUESTIONS & RATING FORM   School Name: _____Reviewer: _____

List of Requested Addenda:	Date Due:	Date Received:	Rating and Comments:
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
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24.			

PROGRAM REVIEW FOCUS QUESTIONS & RATING FORM   School Name: _____Reviewer: _____

ATTACHMENT A.
(RE 3.A.:) <u>CURRICULUM DOCUMENTATION BY SUBJECT BY GRADE LEVEL FORM</u>

Charter School: _____   **Grades in School:** _____

<u>**Specific Subject Area Being Reviewed:**</u> _____

<u>Grade Level</u>

Grade Level					
Kindergarten.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 1.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 2.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 3.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 4.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 5.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 6.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 7.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 8.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 9.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 10.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 11.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Grade 12.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment

Key: *S & S = (scope and sequence)   Sandards/Indicators/SWBAT (students will be able to) are aligned*

<u>**Note**</u>**: Duplicate this form for each of the NJCCCS areas & apply to each grade level/(subject or course) in the charter school.**

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2007 Charter School Program Review:

7. DOCUMENTATION INDEX FORM

(__To be Completed by the School__)

School Name: _____

Lead Person: _____

Date of Site Visit: _____

__Note to Lead Person:__

To prepare for the on-site interview and documentation review components of the program review, **organize the school's documentation in accord with the ten major questions (and subtopics) that comprise the focus of the program review process.** Where possible, **organize the materials in labeled folders, binders or boxes.**

It is the school's responsibility to provide the evidence (i.e., information) requested in the **Evidence section** of this form in as precise and concise a fashion as possible and to have the supporting data, records, files and documentation cited in the section available in an appropriate, readily interpretable form/format at the time of the on-site program review visit.

Use this Charter School Program Review: Documentation Index Form **for this purpose**; it delineates the ten questions and the subtopics within the questions. Simply **enter the location of the documentation in the "Documentation Location" column of this form.** Use the same numbering system used in the document (1A, 1B, 1C, etc) to label your documentation folders/files. It is recommended that charter schools be as specific as possible in identifying the requested documentation. Where the documentation is too voluminous, indicate the room/file cabinet in which it is located. Insure that all curriculum materials are available for review. Also insure that the curriculum materials are adequately labeled by subject and grade.

1. Goal Achievement: Has the school made reasonable progress in meeting its stated goals?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Mission. Is there evidence that the school has systematically addressed each of the components of its mission?	Provide copy of mission statement, mission-related documentation and original application (e.g., programs, plans, implementation records, activities, outcomes).	Documentation and interviews indicate that the school has addressed the major components of its mission.		e.g., See folder 1A
B. Academic Goals. Is there evidence that the school has systematically addressed each of its academic goals?	Provide a list of academic goals and documentation that reflects the school's actions related to achieving its academic goals (e.g., training events, curricular changes, use of data, programs, board reports -- focus on feedback re goal achievement).	Documentation and interviews indicate that the school has systematically addressed its academic goals.		e.g., See folder 1B
C. Non-Academic Goals. Is there evidence that the school has systematically addressed each of its non-academic goals?	Provide a list of non-academic goals and documentation that reflects the school's actions related to achieving its non-academic goals (e.g., training events, programs, reports, school activities, data).	Documentation and interviews indicate that the school has systematically addressed its non-academic goals.		e.g., See folder 1C
D. Student, Parent & Community Participation. Is there evidence that the school has achieved appropriate levels of student, parent and community participation?	Provide documentation re student, parent and community participation (e.g., records of student activities, participants' lists, parent sign-in sheets, PTO meeting minutes, records of activities/agreements with community organizations).	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community participation.		e.g., See folder 1D
E. Student, Parent & Community Satisfaction. Is there evidence that the school has achieved appropriate levels of student, parent and community satisfaction?	Provide documentation re student, parent and community satisfaction (e.g., survey data, testimony, records of support, acknowledgements, and volunteer activities).	Documentation and interviews indicate that the school has achieved appropriate levels of student, parent and community satisfaction.		e.g., See folder 1E

2. <u>Student Performance</u>: Has student performance improved over time on state, standardized and/or other measures?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. <u>Use of State Assessments</u>. Is there evidence that the school has utilized the state assessment results?	Provide the school's state assessment results and related school activities including reports to the board, staff and/or parents and concomitant changes in curriculum, staff training, instruction and/or student grouping.	Documentation and interviews indicate that the school has evaluated, disseminated and discussed the test results. Appropriate decisions were made re changes in staff training, curriculum, instructional programs and/or student grouping/services.		e.g., See folder 2A
B. <u>Assessment Plan & Results</u>. 1. Is there evidence that the school has implemented a comprehensive assessment plan to collect systematically student achievement data in order to demonstrate student achievement gains over time, particularly in relation to the school's academic goals? 2. Has the data been appropriately disaggregated, analyzed and reported? 3. Has the school exhibited the expected or projected levels of student progress over time on the selected measures of student achievement?	Provide the school's assessment plan (e.g., Self Evaluation and Accountability Plan), overall achievement results of cohorts of students over time (standardized tests, diagnostic tests, portfolio ratings, curriculum embedded tests, and project/ performance assessments) and any reports or documents that reflect the use of the results for decision making and goal-setting.	Documentation and interviews indicate that the school has a comprehensive assessment plan that includes reporting assessment results over time. The results are appropriately disaggregated and reported via tables and figures which specify the number of students tested and report appropriate scores (e.g., NCEs, NPs, No. & % Achieving Mastery). Trends in the test results indicate that student achievement regarding the school's academic goals is increasing over time.		e.g., See folder 2B
C. <u>Actions to Address Performance Gaps</u>. Is there evidence that the school has addressed, systematically, gaps in selected cohorts of student performance as determined by any of the above assessments?	Provide documentation that reflects the decisions made and the programs implemented to address significant deficiencies in cohorts of students' academic performance. Provide any related assessment data that assesses the impact of the instructional interventions.	Documentation and interviews indicate that the school has, when gaps in cohorts of students' academic performance have been identified either on state or other assessments, enacted focused instructional programs to address the gaps. Trends in the assessment data indicate that the deficiencies are being reduced over time.		Etc.

3. Educational Program: Has the school engaged in a systematic process to assure the quality and comprehensiveness of its educational program?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Curriculum & Resources. Is there evidence that the school has a full curriculum available with all components completed and adequate instructional texts and resources? ****See Attachment A****	Provide copies of curriculum in all subject areas, including content scope and sequence, outcomes, alignment with NJCCCS and suggested instructional activities, resources and assessment. Provide statute-required curricula (H/PE, History of NJ, U.S. Constitution, controlled substances & 2 years history at secondary level). Provide list of texts/materials for all subjects and grades.	Documentation and interviews indicate that the school has a full curriculum with all components completed and adequate instructional texts and resources.		
B. Curriculum Delivery & Monitoring. Is there evidence that the school has delivered the curriculum and monitored curriculum implementation and quality via a set plan and procedures?	Provide the school's instructional calendar/daily schedule and procedures for monitoring curriculum implementation, teachers' lesson plans and the feedback provided to teachers.	Documentation and interviews indicate that the school has delivered and monitored the implementation and quality of the curriculum via a set plan and procedures that include reviews of teachers' lesson plans and feedback to teachers.		
C. Curriculum Review & Revision. Is there evidence that the school has undertaken periodic curriculum review and revision?	Provide the school's plans, records and timeline for curriculum development/ revision, the resources/time allocated, the composition of curriculum committees, staff participation & consultants.	Documentation and interviews indicate that the school has undertaken periodic curriculum review and revision with appropriate staff involvement.		
D. Progress Reporting. Is there evidence that the school systematically informs parents of their child's progress?	Provide school report card(s), report card schedule, parent conference documentation and level of participation, and other methods of communicating student progress with parents.	Documentation and interviews indicate that the school systematically informs parents of their child's progress.		

4. <u>Diverse Learners</u>: Does the school address effectively the needs of diverse learners?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. <u>At-Risk Students</u>. Is there evidence that the school is addressing the needs of at-risk students, including intervention and support?	Provide description of criteria/ procedures for identifying at-risk students, instructional programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes.	Documentation and interviews indicate that the school is addressing the needs of at-risk students, including appropriate intervention and support.		
B. <u>IDEA Students</u>. Is there evidence that the school is addressing the needs of students with educational disabilities?	Provide child study team contract, identification procedures, instructional programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes.	Documentation and interviews indicate that the school is addressing the needs of students with educational disabilities.		
C. <u>Non-IDEA Students</u>. Is there evidence that the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services?	Provide description of criteria/ procedures for identifying students, instructional services/ programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes.	Documentation and interviews indicate that the school is addressing the needs of students with disabilities who are not eligible for special education/IDEA services.		
D. <u>LEP Students</u>. Is there evidence that the school is addressing the needs of Limited English Proficient (LEP) students?	Provide description of criteria/ procedures for identifying LEP students, instructional services/ programs, staff & certification, follow-up activities, number of students receiving services and educational outcomes.	Documentation and interviews indicate that the school is addressing the needs of Limited English Proficient (LEP) students.		
E. <u>Equal/Bias-Free Access</u>. Is there evidence that the school is implementing a plan to ensure equal and bias-free access to all school programs?	Provide school's policies and documentation re equal and bias free-access, evidence of services and information dissemination procedures.	Documentation and interviews indicate that there is evidence that the school is implementing a plan to ensure equal and bias-free access to all school programs.		

5. Professional Development: Does the school provide sustained professional development?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Professional Development. Is there evidence that the school provides professional development that is goal-based and driven by student assessment data as well as assessments of staff needs?	Provide copy of approved Professional Development Plan, needs assessments, board reports, staff development schedule/length of training events, activities, materials, consultants, teacher's evaluations of workshops, relation of activities to student achievement needs.	Documentation and interviews indicate that the professional development provided by the school is related to both student achievement needs and staff needs and is perceived by staff to be effective.		
B. Planning/Prep Time. Is there evidence that the school provides teachers adequate planning and preparation time?	Provide school schedule for evidence of planning and preparation time. Conduct interviews.	Documentation and interviews indicate that the school provides teachers adequate planning and preparation time.		
C. Teacher Supervision & Evaluation. Is there evidence that the school appropriately supervises and evaluates teachers?	Provide documentation regarding teacher supervision and evaluation (e.g., samples of three observations/evaluations annually for non-tenured teachers, implementation of Professional Improvement Plans (PIPs), nature of day-to-day supervisory activities, appropriate certification of supervisor).	Documentation and interviews indicate that the school appropriately supervises and evaluates teachers and that the supervisory activities are perceived as useful by staff.		

6. Fiscal Solvency: Is the school fiscally solvent?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Adequate Fiscal Plan. Is there evidence that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the charter?	Provide copies of the school's fiscal documentation (i.e., fiscal data tables reflecting ending fund balances, percent assets to liabilities and loans including source, amount borrowed and payback schedule to date). Include narrative on relationships with non-profit and/or for-profit entities.	Documentation and interviews indicate that the school implemented a well-conceived financial plan to ensure fiscal solvency over the course of the first charter.		
B. Positive or Zero Ending Fund Balance. Is there evidence that the school has met the requirement to achieve a positive or zero ending fund balance?	Provide all year-to-date applicable annual audits and the budget for FY 2007.	Documentation and interviews indicate that the school has met the requirements to achieve a positive or zero ending fund balance.		
C. Audit Reports. 1. Is there evidence that the school's audit reports to-date indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations?	Provide audit reports including auditor opinion and reported findings. Provide Board of Trustees meeting minutes to verify adoption of a corrective action plan and board resolutions that certified that the corrective actions were implemented prior to year-end. Provide board minutes to ensure that board receives monthly financial reports and approves all expenditures.	Documentation and interviews indicate that the school has met its obligation to ensure the fiscal integrity of the school's financial operations.		
D. GAAP Accounting. Is there evidence of a GAAP accounting system?	Provide all accounting ledgers and financial reports generated by the accounting system and evidence of written policies and procedures regarding internal controls.	Documentation and interviews indicate that the school has an operational GAAP accounting system.		
E. Efficiencies in Fiscal Operations. Is there evidence that the school has achieved efficiencies in its fiscal operation?	Provide copies of the school's fiscal documentation (i.e., fiscal data tables showing % of instructional, administrative and support costs and narrative description of the use of any shared services over the course of the charter).	Documentation and interviews indicate that the school has achieved efficiencies in its fiscal operations as defined herein.		

7. Enrollment: Is enrollment stable and at maximum?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Enrollment. 1. Is there evidence that the school's enrollment has been stable and at maximum? 2. Is there evidence that the apportionment model is reasonable if there is a region of residence?	Provide tables and/or figures that present the school's enrollment and waiting list data by grade level over the two years that the school has been in existence. Compare the figures to the grade level and total enrollment figures cited in the approved charter. Provide the school's admissions policy, recruitment timeline, lottery procedures, application form(s), enrollment forms and school register to show compliance.	Documentation and interviews indicate that the school's enrollment has been stable and at maximum, the school's apportionment model (where applicable) is reasonable, the school has a viable "wait list" and that there is a demand for the school.		
B. Enrollment Indicators. 1. Is there evidence that the school has enacted procedures to collect systematically enrollment-related indicators such as mobility data, waiting lists, withdrawals, suspensions and expulsions? 2. Is there evidence that the school has analyzed any of the above data and used it to inform decision-making?	Provide student exit interview data and copies of tables/ figures showing student withdrawals, suspensions and expulsions over the life of the school. Provide the school's discipline policy. Provide documentation (e.g., board reports or internal reports illustrating enrollment-related issues and decisions, if any).	Documentation and interviews indicate that the school has tracked enrollment-related indicators, and, where applicable, has analyzed and used the data to inform decision-making.		
C. Enrollment/Accountability. Is there evidence that the school's Self-Evaluation and Accountability Plan includes indicators such as demand, early-intervention for at-risk students and post-charter outcomes (i.e., matriculation to the next level of education)?	Provide the school's Self-Evaluation and Accountability Plan for evidence of attention to indicators such as demand, early-intervention for at-risk students and post-charter outcomes.	Documentation and interviews indicate that the school has attended to indicators such as demand, early-intervention for at-risk students and post-charter outcomes.		
D. Enrollment Funding. Is there evidence that the school's actual enrollment and related charter school funding is sufficient to support annual board-approved appropriations?	Provide the school's annual audit reports and current budget and corresponding enrollment data and charter school aid calculations.	Documentation and interviews indicate that the school's actual enrollment and related charter school funding is sufficient to support all fiscal year board-approved appropriations.		
E. Projected Enrollment. Is the school's actual enrollment at projected maximum levels, as documented in their approved charter?	Provide all year-to-date enrollment data and compare to approved maximums.	Documentation and interviews indicate that the actual enrollment is at projected maximum levels, as documented in their approved charter.		

8. Governance and Management: Is the school's governance and management effective and efficient?

QUESTIONS	EVIDENCE	APPROVAL CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Board Composition. Is there evidence that the board is composed in accord with the requirements specified in the charter and the bylaws?	Provide documentation showing the current members and composition of the board (e.g., names, roles, terms, voting status and affiliation).	Documentation and interviews indicate that the board is at full strength and is composed in accord with the requirements specified in the charter and the bylaws.		
B. School Ethics & Open Public Meeting Acts. Is there evidence that the board has complied with the School Ethics Act and the Open Public Meeting Act?	Provide copies of the School Ethics Commission Statements and copies of public notice of meetings, dates, times, attendance and minutes.	Documentation and interviews indicate that the board has complied with the School Ethics Act and the Open Public Meeting Act.		
C. Board Leadership. Is there evidence that the school's leadership is strong and stable?	Provide copies of the board's membership, meetings and meeting attendance over the life of the charter; standing and ad hoc committees; board minutes, policies and amendments; financial reports; annual audits and corrective action plans; level of parent participation; board training; and timeliness of all requisite board/school submissions.	Documentation and interviews indicate that the school's leadership is proactive, strong, stable and visible.		
D. Organizational Challenges. Is there evidence that the school has handled organizational challenges effectively and competently?	Provide copies of the current organizational chart, job descriptions and staff roster; recruitment activities, timelines, ads, job fairs; interview records/procedures; exit interview data; staff data (Staff certification and criminal history in compliance?); staff handbook, board reports and internal documents re staffing issues.	Documentation and interviews indicate that the school has handled organizational challenges effectively and competently. The school is fully staffed re administration, business and instruction (e.g., special education, LEP, language instruction, basic skills) and all staff including substitute teachers hold appropriate certification and criminal history clearance.		
E. Grievance Committee. Is there evidence that the school has an advisory grievance committee in place?	Provide committee procedures, membership, grievances and recommendations to the board.	Documentation and interviews indicate that an advisory grievance committee is operational.		

9. Compliance with Applicable Statutes and Code: Is the school in compliance with applicable statutory and school code regulations?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Non-Discrimination. Is there evidence that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices?	Provide copies of relevant school policies/plans regarding civil rights compliance, special education compliance and bilingual/LEP compliance and relevant documentation verifying compliance re each of the above.	Documentation and interviews indicate that the school is in compliance with all applicable statutes and regulations regarding non-discrimination, including non-discrimination in admission policies and practices.		
B. Health & Safety. Is there evidence that the school is in compliance with all applicable health and safety regulations?	Provide copies of health-related records, screenings and equipment; nurse duties, schedule and certification; school physician; medication policy and records; Heimlich and evacuation posters; fire drill records & current CO/fire/ sanitary/lease documents.	Documentation and interviews indicate that the school is in compliance with all applicable health and safety regulations.		
C. Student Records & Discipline. Is there evidence that the school maintains adequate student records & handles student discipline in a manner consistent with applicable statutes and due process?	Provide copies of student records & discipline policy/procedures, parent/student handbook, summary of discipline records and discussion of findings.	Documentation and interviews indicate that the school maintains adequate student records & handles student discipline in a manner consistent with applicable statutes and due process requirements.		
D. Special Education. Is there evidence that the school is in compliance with all applicable regulations governing the provision of special education?	Provide copies of approved special education plan, documentation of services, CST and data/narrative presented to show compliance.	Documentation and interviews indicate that the school is in compliance with all applicable regulations governing the provision of special education.		
E. Bilingual & LEP. Is there evidence that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient?	Provide copy of bilingual/LEP plan, documentation of screening procedures, programs/services and data/ narrative to show compliance.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing the provision of services to students who are bilingual or Limited English Proficient.		
F. Finance /Business Services. Is there evidence that the school is in compliance with all applicable regulations and requirements governing school finance and business services?	Provide copies of monthly board of trustee minutes; monthly financial reports; annual audit reports.	Documentation and interviews indicate that the school is in compliance with all applicable regulations and requirements governing school finance and business services.		

10. Adequacy of Facility Plan: Does the school have an adequate facility plan? Are the following areas addressed?

QUESTIONS	EVIDENCE	CRITERIA	STATUS	DOCUMENTATION LOCATION
A. Facility 1. Is there evidence that the school has sufficient funding for maintaining an adequate educational facility?	Provide the school's facility documentation (e.g., lease, floor-plans, plans for new acquisition &/or maintenance of current facility). Provide school's budget and most current charter school aid calculations.	Documentation and interviews indicate that the school has sufficient funding for maintaining an adequate educational facility.		
2. Is there evidence that the school's current facility is adequate, based on projected enrollment with respect to size and needs?	Provide the school's enrollment data and projected space and educational program needs.	Documentation and interviews indicate that the school's current facility is adequate based on projected enrollment with respect to size and needs.		
3. If the current facility is not adequate, does the school have a plan with clear, detailed and feasible steps for financing the acquisition or renovation of the facility?	Provide the school's detailed plans for financing the acquisition or renovation of the facility.	Documentation and interviews indicate that the plans for financing the acquisition or renovation of the facility are adequate.		
4. If the school will be expanding, renovating or acquiring a facility, is there evidence that the plan includes detailed provisions for undertaking and financing renovations?	Provide documentation re the financing and timely completion of renovations.	Documentation and interviews indicate that viable plans for financing and completing renovations are in evidence.		
5. If #4 is applicable, is there evidence that the school has a reasonable timeline for acquiring or expanding a facility and obtaining all necessary approvals?	Provide the proposed timeline for acquiring or expanding the facility and obtaining approvals to ensure its efficacy.	Documentation and interviews indicate that the plan includes a reasonable timeline for facility acquisition or expansion and obtaining all necessary approvals.		

ATTACHMENT A.

(RE 3.A.:) CURRICULUM DOCUMENTATION BY SUBJECT BY GRADE LEVEL FORM

Charter School: _____   **Grades in School:** _____

                  Specific Subject Area Being Reviewed: _____

<u>Grade Level</u>

Grade Level	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
Kindergarten.	S & S	Stnds/Indic/SWBAT Aligned	Sugg Instructional Activities	Sugg Materials	Assessment
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    Key: *S & S = (scope and sequence)*   *Stnds/Indic/SWBAT = (students will be able to)*

<u>Note</u>: Duplicate this form for each of the NJCCCS areas & apply to each grade level/(subject or course) in the charter school.

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